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several grammatical references, particularly to Professor Gildersleeve's *Syntax of Classical Greek*. The abridgment of many notes consists in the omission of citations and remarks that were of little or no value to undergraduates. Herein good service has been done. Many of the notes, of course, have been left unchanged, while certain others have been rendered superfluous by the vocabulary. Altogether twenty-three pages have been gained and yet the commentary remains entirely adequate for collegiate work. The notes on the added selections are still briefer, perhaps too meager, especially if these portions are to be used for sight or private reading.

Several improvements in text have been introduced. The spelling, in particular, has been revised, "partly on the authority of inscriptions and partly as the result of further study of the manuscripts and of the ancient grammarians". Elision has been more freely employed. The use of quotation marks will, as the reviser hopes, undoubtedly "prove a reasonable convenience to the learner".

The typography and general appearance of the book are excellent and the proof-reading has been done with great accuracy. Why is ἀποπεφύγη, *Apology*, Chapter XXV, given in this and other standard editions as a pluperfect? Of several texts examined only the Oxford has the correct form.

There is an appendix containing a brief treatment of manuscripts and editions and a table of deviations from the text of Professor Dyer and of German editors. The indexes, Greek and English, have been prepared by Miss Elizabeth Seymour.

We are fortunate in having this revision by such a distinguished scholar, so that its accuracy and general excellence are assured. From the brief preface, written by Professor J. W. White, we learn that the book was practically finished and nearly all in type before Professor Seymour's Death.

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ROSCOE GUERNSEY

Caesaris commentarii rerum in Gallia gestarum VII; A. Hirtii commentarius VIII. Für den Schulgebrauch, herausgegeben von H. Meusel. Mit einem Anhang: Das Römische Kriegswesen zu Caesar's Zeit, von R. Schneider. 2. Auflage. Berlin: W. Weber (1908). Pp. XV + 284; illustrated. Mk. 1. 60.

The second edition of Meusel's school text of the Gallic War follows the first after an interval of fourteen years. During that time there has been considerable work upon the text of Caesar and the important Oxford text has appeared. Meusel has taken account of everything that has been done and this edition differs from the previous one in many—chiefly minor—points. Most important at first appearance is the evident Americanization of the book. The type is very much larger, the text has been broken into paragraphs, and also in the matter of

titles to the books Professor Kelsey's investigations have been largely approved. All the Indirect Discourse has been printed in italics. A number of short interpolations as Meusel conceived them were bracketed in the earlier text; these have been omitted entirely in the present edition. The result is a much more open page, a text much less disfigured by critical signs and a much larger book.

So far as the text itself is concerned, it is much more radical in the matter of the acceptance of conjectures than the previous one and even where no conjectures are accepted there are many places where the reading of α has been discarded in favor of that of β , and the reverse. Just what has induced Meusel to prefer the reading of one class of Mss. over that of the other is, of course, not indicated in a book intended for school use. Professor Meusel promises to give his reasons for all his changes in an early issue of the *Jahresber. d. phil. Vereins*.

The appendix contains a treatise on the Roman Art of War, by Schneider, and a table of changes in this edition as compared with the first.

Professor Meusel's Caesar has since its appearance been regarded as the standard text in this country. In my opinion it is inferior to the Oxford text, but the most of us still prefer to follow German rather than English criticism. In its present form it is likely to retain its hold upon the esteem of scholars in general and unless the practice of American editors changes we may expect in the near future to find most of our American texts changed to accord with this new edition and the appropriate boast to that effect made in the prefaces. Professor Kelsey is almost the only American scholar who has shown an inclination to work independently on the text of Caesar, a text with regard to which Meusel says, "Immerhin bleibt auch jetzt noch manches zu thun".

G. L.

SUMMARIES

An interesting article on the history of the cat, by Otto Keller, appears in the *Roemische Mitteilungen* 23. 40-70. The author discusses the cat from the philological and archaeological points of view, presenting the occurrences of the word for cat in the Greek and Latin languages, and giving illustrations of the beast taken from coins, sculpture and painting. The results of his investigation he conveniently summarizes under nine heads.

The first stage in this history is the taming of the Nubian yellow cat by the Aethiopians in prehistoric times. Then, introduced from Aethiopia, the sacred cat appears in Egypt first about the year 2000 before Christ. It was dedicated to the goddess Bast, to whom previously a lioness had been sacred, but lionesses were difficult to hold in captivity and, therefore, this type of yellow cat was accepted as the most satisfactory substitute.

Among the Greeks acquaintanceship with the Egyptian cat cannot be proved for an earlier date than the fifth century. Herodotos mentions it as one of the animals of Egypt, and Aristophanes makes use of the same word, which, in his case, may be interpreted as the wild cat as well as the domestic house cat. On the archaeological side several representations of house cats date from the fifth century. Perhaps the earliest example is a cat, made of Egyptian porcelain, found in the Argive Heraion. Also from the fifth century is a vase from Rhodes, which shows a cat present in a music school. Even more interesting are several coins from Tarentum and Rhegium, which exhibit a youth in varying attitudes playing with a cat. This youth Keller explains as the personification of the Demos of the respective towns of Magna Graecia receiving under his protection the new animal introduced from Egypt, perhaps through the agency of traders from Cyrene. Furthermore, two vases found in Ruvo, on which are depicted cats playing with women, prove beyond question that about 400 B. C. there were tame cats in Apulia. Subsequently, however, there is no record of them in Italy for centuries, and it is not known whether they entirely disappeared, or, as is more probable, a very few survived in scattered places as curiosities. The animal reappears in Pompeii in mosaic, but that does not necessarily mean that it was also there in life.

From about 100 B. C. the Romans were acquainted with the sacred cats of Egypt, which are mentioned by Cicero, Ovid and other writers, and in the course of the first century A. D. house cats appear in Italy, as we know from passages of Seneca and Pliny. Gradually, then, in the period from the second to the fifth century A. D. the former mouse-catcher of the Roman housewife, the weasel, was replaced by the cat, probably because the cat was a much more companionable as well as a much cleaner animal.

Of the two Latin words for cat, *feles* and *cattus*, the former alone is used by classical authors and refers etymologically to the yellow color of the creature; *cattus* appears first about 350 A. D., but as it distinguished the cat from several other animals to which *feles* also applied, it came to be the peculiar word for the creature, and is the one that has passed into all Romance languages. Even in Greek the word *kattos* is found as early as 600 A. D.

These cats of the Romans are the ancestors of our house cats, and from the early centuries of our era up to the present day the animal has been growing steadily in popularity among all peoples as a household pet.

T. LESLIE SHEAR

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τί δέῖ ποιεῖν καὶ τί δέῖ μὴ ποιῆσαι;

(Summary of a paper by Professor J. E. Harry,

of the University of Cincinnati, The Pedagogical Seminary, 15. 238-245, June, 1908).

American professional men generally are beginning to realize that something has been lost from our present educational system which was present in the old régime. Teachers of Greek, perhaps partly responsible for the decline of the study of Greek, need to ask what they must do and what leave undone to revive interest in their subject.

For beginners we need a "thorough mastery of forms, an extensive vocabulary, with syntax reduced to a working minimum". From experience with modern languages it appears that better results in Greek might be obtained by "sending the language to the brain of the pupil through the ear so that a real familiarity with the 'language straight from the soul' may be acquired". The freshman should be taken far into the literature that he may have no choice but to elect Greek the second year. The writer, coming to a University in which Greek was no longer required for any degree, and requested to arrange his work in blocks of three or six hours to meet the new conditions, chose the latter. With the small band thus winnowed out he was able to do intensive work, the unforeseen result of which was a larger freshman class the following year. In planning the work experience taught that the teacher must be careful in selecting authors and parts of authors to be read, more careful in deciding what he must cast aside or leap over, and most careful in the gradation of the lessons, both in subject matter and quantity, (then)—read as much as possible. And here a certain assistance is invaluable to the learner. Under the guidance of a competent teacher twice as much ground can be covered as under the old humdrum system of assigning fifty lines for the next day's recitation, letting the pupil dig it out as best he may by the help of a ponderous lexicon and then "hearing the lesson" . . . the business of a teacher is to teach not to hear lessons. Thumbing the dictionary is a necessary evil, and like the measles, must be endured once in a lifetime, perhaps; but no language ever was or will be learned by this method. Each word has its own tint of association, which constantly varies with its environment. In the sentence the word is alive, in the dictionary dead; and the language itself becomes alive as soon as its component parts become familiar to the student as a means of expressing thought. The ear, the eye, the memory, the imagination, the affections, are so many aids to a speedy command of a tongue that seemed to the pupil but a few months before a dead language, a sealed book.

Syntax should not be neglected, but ten minutes of each recitation are sufficient to bring out salient or unusual phenomena. Early in the reading of Lysias the student's mind should be cleared of vagueness as to the essential uses of the cases,